

***I Have the Data, Now What? ~ Infrastructure Check Off List***  
***By Sally Grimes, Ed. M.***

1. Is there a long and short-term written plan for the Literacy Initiative? Who has played a role in this plan? How is the Professional Development part of this plan related to the PD plan for the district? Does the plan include a listing of free interactive webcasts and website information? PD Opportunities? Resources?
2. Is there a Literacy Team in place? Who serves on it and on its various components? (Infrastructure, Assessment, Curriculum, Professional Development) How often does it meet? Who leads it? What communication tool is used to inform parents, teachers, etc.?
3. Does the teaching schedule allow for "Protected Intervention Periods" ?  
e.g.s Three Tier Model, before school Intervention, after school Intervention?  
Summer interventions linked to Instructional Planning Sheet? (see #7)
4. Is there an Assessment Team formed for the benchmark testing? Who schedules the assessments? Who plans the needed assessment trainings & updates? Do the teachers fill in their Stem and Leaf Charts before the Data Meetings?
5. Is there adequate time allotted for Monthly Data Meetings at each of the levels? Who will attend the Data Meetings at each level? (from Special Ed, General Ed, Title 1) Are those resources and personnel shared, as well as the planning?
6. Is there a specific protected time scheduled for Grade Level Meetings to discuss curriculum & methodologies and to share the student progress occurring? Is it adequate?
7. **Is there an agreed upon Instructional Planning Sheet describing:  
Which children will receive what kind of targeted instruction and for how long  
(in minutes) on which days in the week with which interventionist using what  
materials for which component of reading? Is the training for that interventionist  
adequate?**
8. Is there a spreadsheet or log that documents this with brief comments about results? Which leader will gather and review the logs and then provide assistance to teachers?
9. Is there a Progress Monitoring Plan for monitoring certain children's progress or lack thereof? Which students will receive Progress Monitoring in what areas at what intervals and who will administer the probe? What tools will be used?
10. Are the "specialized reading programs" consistent between levels and teachers? Which supplementary and intervention tools are used? Is there embedded training in these? Is the training current?

